



CHABOT-LAS POSITAS COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES REGULAR MEETING

MINUTES
March 15, 2022

PLACE

Chabot-Las Positas Community College District, 7600 Dublin Blvd., Dublin, CA 94568.

CALL TO ORDER

Board President Sbranti called the meeting to order at 5:32 p.m. Recording Secretary Kelly Costello called the roll. Trustee Maduli was absent at the time of roll.

1.2 PUBLIC COMMENTS

No public comments were given.

1.4 CLOSED SESSION

The board adjourned to a Closed Session at 5:32 p.m., which ended at 6:30 p.m.

Motion No. 1

Trustee Gin made a motion, seconded by Trustee Granger, to adjourn to Closed Session.

Motion carried, 6-0

Motion carried by the following roll call vote:

AYES:	Gin, Granger, Heredia, Mojadedi, Reynoso, Sbranti
NOES:	None
ABSENT:	Maduli
ABSTENTIONS:	None

1.5 OPEN SESSION

The Board readjoined in Open Session at 6:32 p.m.

Recording Secretary Kelly Costello called the roll.

ATTENDANCE

Members present: Trustee Dr. Hal G. Gin
Trustee Ms. Linda Granger
Trustee Ms. Maria Heredia
Trustee Mr. Edralin “Ed” Maduli
Trustee Mr. Harris Mojadedi
Trustee Dr. Luis Reynoso
Board President Mr. Tim Sbranti
Student Trustee Ms. Vivianna Patino, Chabot College

Recording Secretary: Ms. Kelly Costello

Managers present: Mr. Ronald Gerhard, Chancellor
Dr. Jamal Cooks, Chabot College
Ms. Julia Dozier, District
Ms. Jennifer Druley, District
Dr. Dyrell Foster, President, Las Positas College
Mr. Bruce Griffin, District
Mr. Wyman Fong, District
Dr. Matt Kritscher, Chabot College
Mr. Owen Letcher, District
Mr. Jonah Nicholas, District
Ms. Dionicia Ramos, District
Mr. Rajinder Samra, Las Positas College
Dr. Susan Sperling, President, Chabot College
Ms. Melinda Trammell, District
Dr. Kristina Whalen, Las Positas College

Others present: Mr. Miguel Colon, Academic Senate President, Chabot College
Ms. Sarah Thompson, Academic Senate President, Las Positas College
Mr. Kyle Johnson, President, Las Positas College Student Government
Ms. Theresa Pedrosa, President, Student Senate of Chabot College
Ms. Heather Hernandez, President, Chabot College Classified Senate
Ms. Jean O’Neil-Opipari, President, Las Positas College Classified Senate
Ms. Rachel Ugale, Chapter President, SEIU
Mr. David Fouquet, President, Faculty Association
Mr. Gregory Correa
Mr. Greg Rees
Ms. Carolyn Scott, Las Positas College
Mr. Robert Scott, Jr.

REPORT OUT: ACTION TAKEN IN CLOSED SESSION

No action was taken in Closed Session.

1.6 PLEDGE TO FLAG

Trustee Mojadedi led the pledge.

1.7 PUBLIC COMMENTS

Mr. Gregory Rees stated he has concerns regarding a meeting he had with a trustee and mentioned endorsement promises. There is concern that nothing was done with the intel given. Mr. Rees then expressed concerns regarding district management and possible improprieties.

Mr. Gregory Correa stated that Mr. Rees has not received his justice and that he is there advocating for Mr. Rees. There is a possible future meeting with the district and hopes to include other senior district administrators to resolve.

1.8 APPROVE CONSENT ITEMS (cc)

Agenda Items 4.7 and 5.4 were pulled from the consent calendar.

Motion No. 2

Trustee Maduli made a motion, seconded by Trustee Gin, to approve the Consent Calendar.

Motion carried unanimously, 7-0

Motion carried by the following roll call vote:

AYES:	Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
NOES:	None
ABSENT:	None
ABSTENTIONS:	None

The following items were approved on the Consent Calendar:

1.9 APPROVAL OF MINUTES

- (cc) Approval of Minutes of January 18, 2022 Regular Meeting
- (cc) Approval of Minutes of February 15, 2022 Regular Meeting

3.0 PERSONNEL

- (cc) 3.1 Classified Personnel
- (cc) 3.2 Management Personnel

4.0 EDUCATIONAL SERVICES

- (cc) 4.1 Approval of the Las Positas College Student Government Constitution Amendment

- (cc) 4.2 Approval of Curriculum Changes, Chabot College
- (cc) 4.3 Approval of Amendment to the Agreement with the California Department of Social Services and the California Early Childhood Mentor Program and Associated Subcontracts with the Community Colleges, Chabot College
- (cc) 4.4 Approval of Grant Award – California College Pathways Fund for Chabot-Las Positas Community College District, Chabot College Foster Youth Dual Enrollment Program
- (cc) 4.5 Approval of Affiliation Agreement between Oak Valley Hospital District and Chabot-Las Positas Community College District, Las Positas College
- (cc) 4.6 Approval of Agreement between Project Heartbeat, LLC and Chabot-Las Positas Community College District, Las Positas College

5.0 BUSINESS SERVICES

- (cc) 5.1 Approval of Commercial Warrant Registers
- (cc) 5.2 Approval of Payroll Warrants
- (cc) 5.3 Approval of Declaration of Surplus Property to be Sold at Public Auction Sale and Donation or Disposal of Any Items Not Sold

6.0 FACILITIES PLANNING AND DEVELOPMENT

- (cc) 6.1 Approval of Modification to the Contract with Nema Construction for the Dental Hygiene Simulation Equipment Connections Project, Chabot College
- (cc) 6.2 Approval of Modification to the Contract with W.A. Thomas Co., Inc. for Bid No. 18-01, Biological Sciences B2100 Building Annex, Chabot College
- (cc) 6.3 Approval of Measure B and Measure A Bond Program: Bond List Revision Measure A No. 8 – Substantive Changes
- (cc) 6.4 Authorization to File Notice of Completion with Alameda County Clerk Recorder's Office for the Districtwide Emergency Call Station Project Rebid

7.0 ECONOMIC DEVELOPMENT/CONTRACT EDUCATION

- (cc) 7.1 Approval of Agreement between Automotive Repair and Machinists Trades Joint Apprenticeship Committee (JAC) of Northern California and Chabot-Las Positas Community College District, Economic Development

1.10 PRESENTATION: Student Centered Funding Formula Coalition and Advocacy

Chancellor Gerhard introduced the topic of advocacy regarding both SCFF Equity Coalition and Faculty Association of California Community Colleges.


Presentation: Saving the SCFF – Modifications that can Eliminate the Statewide Dependency on Hold-Harmless Stability

Academic Senate President Sarah Thompson presented, "Saving the SCFF – Modifications That can Eliminate the Statewide Dependency on Hold-Harmless and Stability."



Our political strategy is changing. We originally started with confronting the SCFF head on and now we are focusing more along the lines of saving the SCFF. The Governor has opened the door for us to do that. By acknowledging in his January Budget proposal that he would be using Hold-harmless indefinitely. This is our opportunity to save the SCFF and preserve what is good about it.

The SCFF's intentions were to funnel more money to our most vulnerable students. Now, we can help them by recognizing modifications that will achieve that goal.



Economies of Scale

10 → \$2 per unit

50 → \$1.50 per unit

100 → \$1 per unit

BIGGER IS OFTEN CHEAPER!

WE HAVE TO CHALLENGE THE NOTION THAT GIVING COMMUNITY COLLEGE STUDENTS QUALITY EDUCATION IS SOMEHOW CHEAPER FOR US

The Economies of Scale Model Does Not Apply!!! Unless students come in with a significant amount of privilege, the costs of each student's success is about the same

The first messaging to instill in the minds of our legislators, community members and fellow board members is that the laws of the economies of scale do not apply to education. The laws of the economies of scale are that the more items you produce, you find more efficient and streamlined ways to produce them, so the cost of the item goes down, but that does not apply to education. An hour of counseling is an hour of counseling whether that student is taking 3 units, or 12 units, or 18 units. The State of California is funding us as if we were abiding by the laws of the economies of scale.

Looking at the per FTE spending across the state, K-12 spends about \$17,500 per student. The CSUs average paying \$14,500 per FTE. The UCs, on average, spend \$21,700 per FTE. If we compare this to community college students, per FTE we are paid \$8,351. However, if you break that down per student, per head, we are given annually \$2,589 per student. That is suggesting that it costs almost \$20,000 less to educate a community college student versus the CSUs and UCs.

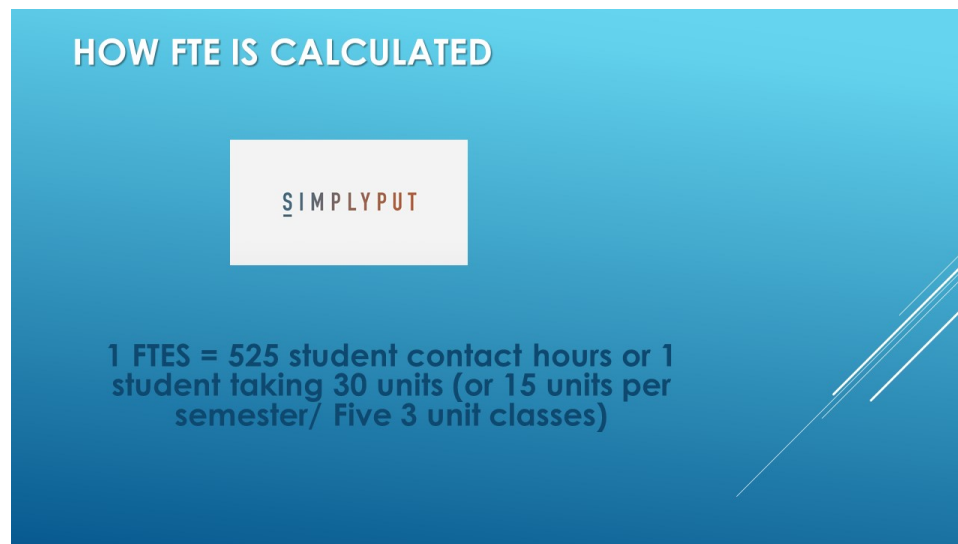
Historically, our funding model has at its core, two erroneous assumptions

- ▶ 1) Students taking 15 or more units are more expensive to educate than those taking lower unit loads
- ▶ 2) Students who do not take 15 units or more are less committed "dabblers" in higher education

OUR SYSTEM'S CALCULATION OF FTE IS INHERENTLY FLAWED

Historically, our funding model has two erroneous assumptions. One is that students taking 15 or more units are more expensive to educate than those taking lower unit loads. The second assumption

is students who do not take 15 units, or more are less committed. Our system calculation of the cost per student is inherently flawed.

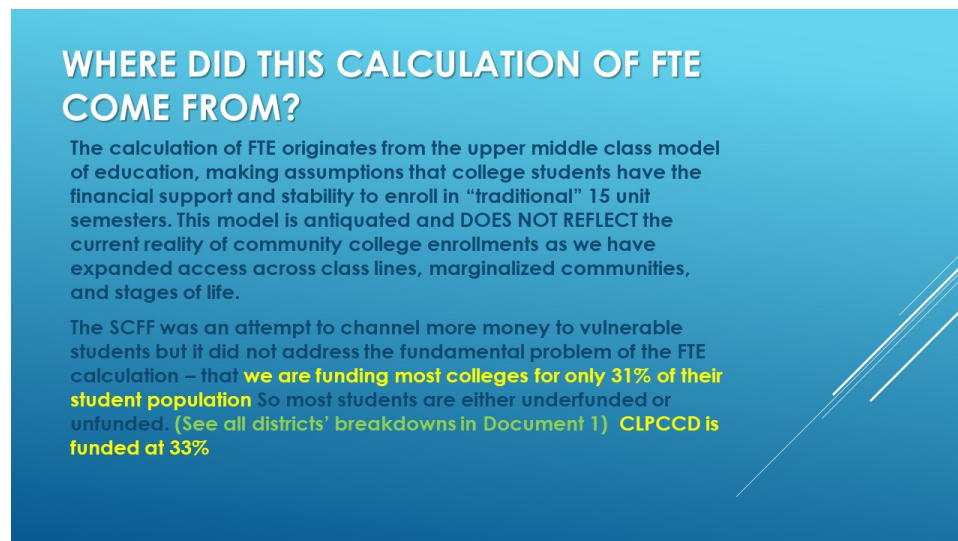


HOW FTE IS CALCULATED

SIMPLY PUT

1 FTEs = 525 student contact hours or 1 student taking 30 units (or 15 units per semester/ Five 3 unit classes)

FTE is calculated by 525 hours or a student taking 15 units per semester. We are talking full-time students.



WHERE DID THIS CALCULATION OF FTE COME FROM?

The calculation of FTE originates from the upper middle class model of education, making assumptions that college students have the financial support and stability to enroll in "traditional" 15 unit semesters. This model is antiquated and DOES NOT REFLECT the current reality of community college enrollments as we have expanded access across class lines, marginalized communities, and stages of life.

The SCFF was an attempt to channel more money to vulnerable students but it did not address the fundamental problem of the FTE calculation – that **we are funding most colleges for only 31% of their student population** So most students are either underfunded or unfunded. (See all districts' breakdowns in Document 1) **CLPCCD is funded at 33%**

The calculation of FTE originates from this upper middle-class model of education. Making assumptions that college students have the financial support and stability to enroll in this identified traditional load. This model is antiquated, if ever applied at all, and does not reflect the current reality of community college enrollment.

The SCFF was an attempt to channel more money to vulnerable students, but it did not address the fundamental problem of the FTE calculation. We are funding most districts for only 31% of their student population. Chabot-Las Positas CCD is funded at 33%.

California Community Colleges Chancellor's Office Student Enrollment Status Summary Report		
	Fall 2020 Student Count	Fall 2020 Student Count (%)
State of California Total	1,452,663	100.00 %
15+ -	139,262	9.59 %
12.0 - 14.9	246,578	16.98 %
9.0 - 11.9	211,310	14.55 %
6.0 - 8.9	242,233	16.65 %
3.0 - 5.9	425,804	29.31 %
0.1 - 2.9	56,575	3.89 %
Non-Credit/0 Units	90,921	6.26 %

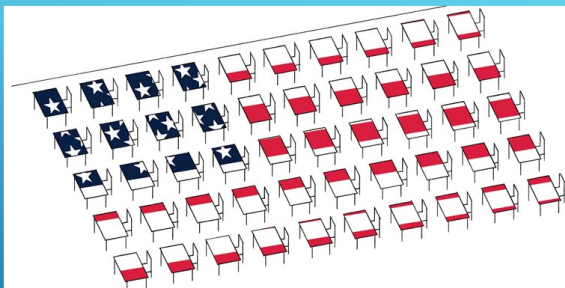
Source: California Community Colleges Chancellor's Office's Data Mart
Report Run Date As Of: 1/27/2022 5:29:04 PM

WHAT % OF CCC STUDENTS FIT THIS UPPER MIDDLE CLASS MODEL OF FTE?

STATEWIDE LESS THAN 10% (RANGE LOW 3.55% SDCCD-HIGH 37.92% PALOVERDE CCD) **CLPCCD 10.42%**

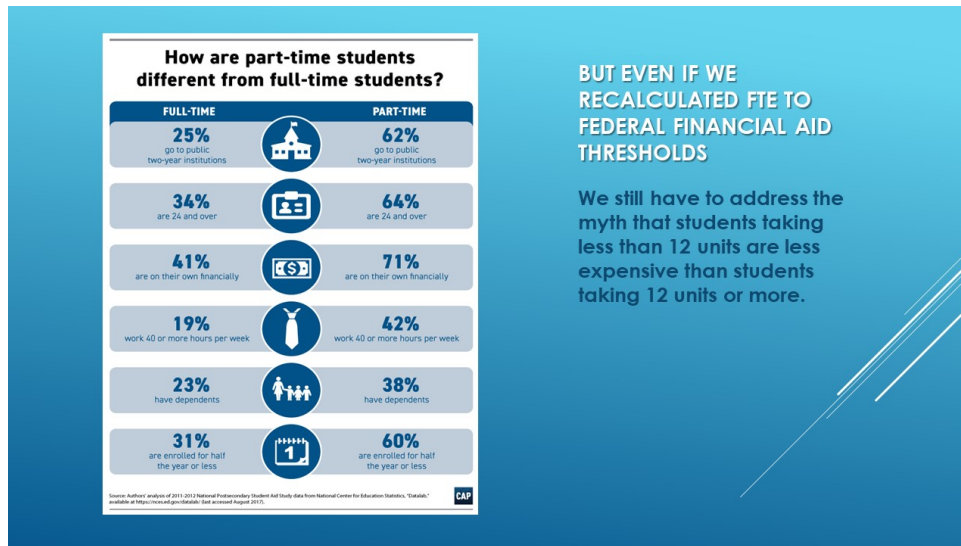
(SEE ALL DISTRICTS' BREAKDOWN IN DOCUMENT 2)

The percentage of CCC students that fit this upper middle-class model of FTE is less than 10%, or 5.6%. Chabot-Las Positas CCD is at 10.42%.

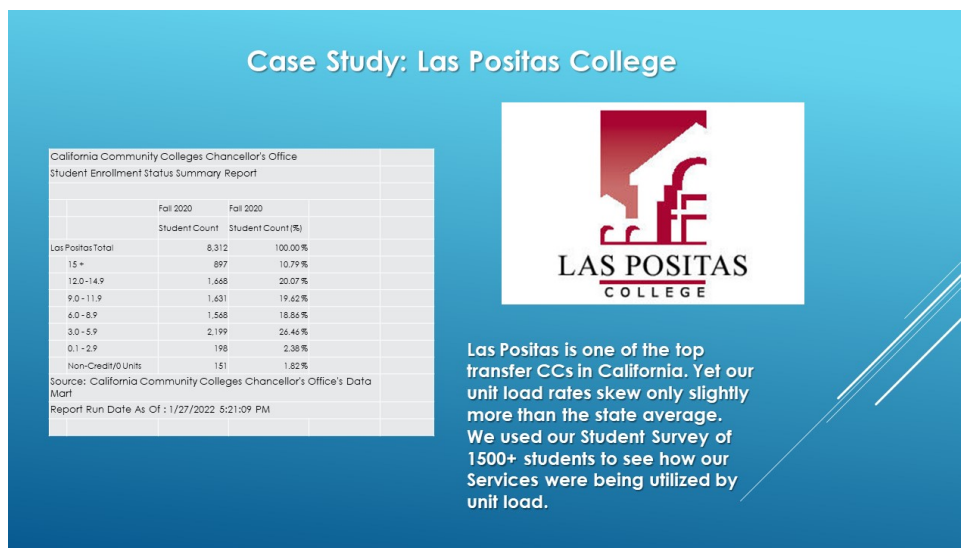


EVEN THE FEDERAL GOVERNMENT MEASURES "FULL TIME" MORE LIBERALLY THAN CALIFORNIA - 12 UNITS FOR FINANCIAL AID QUALIFICATION, 9 UNITS FOR MANY STUDENTS WITH DISABILITIES

Even the Federal Government measures full-time more liberally than California at 12 units for financial aid qualification.



Even if FTE were calculated at the Federal Government measurement, we still must address the myth that students taking less than 12 units are less expensive than students taking more. 62% of students of part-time students in the United States are at community colleges. This means that we are the experts at part-time education, but we are not funded as the experts. We really need to think about how one would use resources if they were only one class away from being a full-time student.



Las Positas College is one of the top transfer community colleges in the state, yet our unit load closely reflects the state average. We wanted to see if these assumptions the state has is true. Do the full-time students cost more?

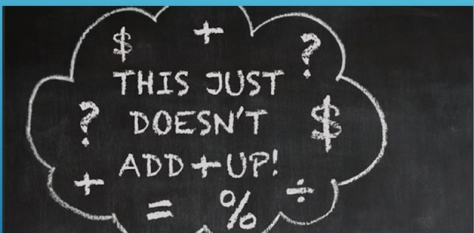
Student Use of Services by Unit Load

Unit Load	Percent who used the service		Total Responses
	Num	Pct	
15 or more (full-time)	86	30%	285
12-14.5 units (full-time)	149	34%	444
6-11.5 units (part-time)	157	37%	421
0.5-5.5 units (part-time)	67	34%	200
Non-credit courses only	5	38%	13
Skipped / Decline to Answer	54	36%	182
Grand Total	518	34%	1,515

Unit Load	Percent who used the service		Total Responses
	Num	Pct	
15 or more (full-time)	206	73%	281
12-14.5 units (full-time)	321	73%	442
6-11.5 units (part-time)	265	63%	419
0.5-5.5 units (part-time)	114	56%	202
Non-credit courses only	5	42%	12
Skipped / Decline to Answer	90	60%	151
Grand Total	1,001	66%	1,507

LOW UNIT FULL TIME STUDENTS, THREE QUARTER, AND HALF PART TIME STUDENTS UTILIZE MORE SERVICES THAN 15+ UNIT STUDENTS DO. LISTED HERE ARE THREE EXAMPLES OF HIGH COST STUDENT SERVICES AND THEIR USAGE BASED ON STUDENT UNIT LOAD. DOCUMENT 3 IS THE COMPLETE LPC BREAKDOWN OF SERVICE USE

Using the student survey, we looked at how students are using services based on unit load. What we found was shocking. Low unit and part-time students utilize our services way more than students taking 15 units. Services are there to support students. If the student can take 15 or more units, chances are they have circumstances that allow that. They have a stable living environment or support from their families and need to use services less.



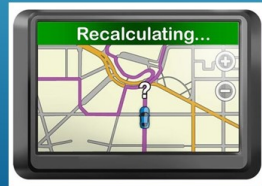
WHY DOES OUR FUNDING MODEL ASSUME PART TIME STUDENTS COST LESS?

There is an embedded assumption that they are "less serious", "less goal oriented", etc. Yet the usage of services on top of class enrollment proves the opposite. They are MORE RELIANT on the colleges for support for their success than 15+ unit students are – at LPC our low unit full time students, our three quarter part time students, and our half time part time students are 66% of our student body, and utilize all services in greater numbers than our 15+ unit students. But these are the students that must "share" funding under our current model.

There is value imbedded in the assumption that students taking less than 15 units are less serious. Yet, the use of the services shows us the exact opposite. They are goal oriented and committed to academic success. They are less likely to have that support in their home life.

SAVING THE SCFF MODIFICATION #1

Recalculate full-time equivalent students definition from 15 semester units to 9



We are proposing to recalculate full-time equivalent students' definition from 15 to 9 units.

HOW THE MODEL WOULD CHANGE

For all of the complaints about the SCFF from across the state, this was a flaw that was inherited from previous models. It is the primary reason why so many districts immediately suffered under the SCFF. The new model will solve multiple problems facing districts today.

We would reindex 1 FTEs from 30 annual semester units to 18 annual semester units, or 9 units per semester – counting a three quarter part time student as an equivalent cost to a full time student. This would also philosophically recognize our investment in these committed part time students who are obviously working towards their goals and dreams. [See all district's percentage of students taking 9 or more units to see the effect of this reindexing in Document 4. CLPCCD 46.44%](#)

*We believe in
empowering students to
pursue their dreams.*

Those areas that were suffering before the SCFF was simply because of the rigidity of the 15+ unit model. In fact, when we looked at the comparison between rural districts that have really low numbers of full-time students and looked to see how much it would improve under a 9-unit model, it was really extreme. For example, Chaffey College would go from 7.4% to 46%. A large population of their students fall into that part-time category. CLPCCD would go from 10.4% to 46%. That would go a long way to helping our district as well.

Changing the FTE not only generates more funding, but it also solves other problems we are fixing right now.

IT RESOLVES PROBLEM #1: THE THRESHOLDS OF BASE ALLOCATIONS

A number of districts are in jeopardy of losing their eligibility for basic allocation through recent enrollment declines. This "true up" of how many students we are servicing will recalculate the FTE requirements of our current model. 37 districts would either avert funding reductions or receive additional resources. The recalculation would make the need to lower college thresholds unnecessary.

It solves the problem of thresholds of base allocations. In the SCFF model, everyone starts off with their base. Right now, 37 districts have fallen off their base. They are below the enrollments they were to satisfy their base. By recalculating the FTE, we do not have to recalculate the base.

IT RESOLVES PROBLEM #2: THE THRESHOLDS OF CENTER ALLOCATIONS

Rural Districts and San Francisco City College are especially affected by the FTE generated thresholds. Currently these 72 centers reach out to the most marginalized students, the recalculation should better fund them for the support needed. The recalculation would make the recommendation to increase base funding for centers by 15% unnecessary.

It also resolves the thresholds of center allocations. We are not a district that has a center, but there are other districts that have centers. These are also paid through the FTE allocation. There have been ideas floating around the state. Do we increase their budgets by 15% or do you just recalculate the FTE, which would then stabilize the center?

**IT RESOLVES PROBLEM #3:
STUDENT SUCCESS RATES**

One thing Las Positas has learned from the past two years is that when we experience enrollment decline, but stable funding, we actually were able to spend more per student. The result? Higher success rates. We did not switch to the SCFF, we did not auto-award degrees. It was simply easier for greater one on one attention from faculty and easier access to counseling, tutoring, and other support services.

**Las Positas College
Total Number of Associate Degrees Awarded
2010-11 to 2020-21**

Year	Number of Degrees Awarded
10-11	532
11-12	499
12-13	513
13-14	522
14-15	597
15-16	697
16-17	801
17-18	813
18-19	817
19-20	939
20-21	1,000

An even more compelling reason is that it increases student success rates. Having losses of enrollment occur concurrently with stable funding, it meant that we have spent more per student. The consequence of that is that we awarded more degrees in the past two years than we have in the entire history of the college. Spending more per student works because it increases access to classes, counseling, and tutoring. The more access comes more success.

SAVING THE SCFF MODIFICATION #2

Adding a Cost of Living Metric to the Supplemental Allocation Proposed by the SCFF Equity Coalition

The addition of a cost-of-living metric to the supplemental allocation will be discussed in the next presentation.

SAVING THE SCFF MODIFICATION #3

Eliminate Success Metric – Embrace a 70/30 Split



WHY IS THE SUCCESS METRIC PROBLEMATIC?

- 1) The operationalization is flawed.
- 2) It requires data mining which is labor intensive and takes money away from students, contrary to the purpose of the model.
- 3) Increasing funding per student merits desired results.

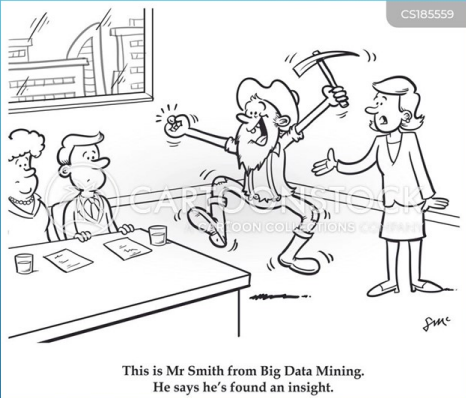
The success metric is problematic because the operationalization of it is flawed. It requires data mining, which is very labor intensive, and that takes more money away from students. Finally, increasing per student spending merits the desired results.

WHAT IS SUCCESS?

Factors & Rates—Student Success Allocation:

- ▶ Associate degrees for transfer (ADT) granted \$1,760
- ▶ Associate degrees granted (excluding ADT) 1,320
- ▶ Baccalaureate degrees granted 1,320
- ▶ Credit certificates (16 units or more) granted 880
- ▶ Completion of transfer-level mathematics and English courses within first academic year of enrollment 880
- ▶ Successful transfer to four-year university 660
- ▶ Completion of nine or more CTE units 440
- ▶ Attainment of regional living wage 440

If we look at the success metric on how colleges are awarded points, we really see a point system embedded with class elitism, prioritizing transfer over CTE. There is also legislative elitism. They prioritize the degree they created at the top. Not for any outcome-based rationale, but simply because they are the ones that created it.



CS185559

DATA MINING

Our first hires with our hold harmless funds were in Research and Financial Aid. We needed these positions to even begin the onerous task of the level of expedited paper processing and data mining required under the SCFF. These hires had no direct and arguably minimal indirect impact on the Student Experience in our district. These necessary hires were not Student Centered, but Compliance Centered.

Data mining is not student centered but it is compliance centered. When we were confronted with the SCFF, we hired researchers and in the financial aid office, which can be argued that it is only slightly direct on the impact of students and learning.

OUR STUDENTS SAW MORE SUCCESS WITH SIMPLY SPENDING MORE MONEY ON THEM THAT ANY OTHER INITIATIVE

Fund us for the actual number of students we serve so we have the resources to accomplish the California Dream for our current and future students.



Once again, our students had more success by spending more money on them than any other initiative. We need to plead to our state legislators that they need to fund the actual number of students that we are serving so we can accomplish the dreams of our full-time and part-time students alike.

Questions/Comments:

Trustee Granger asked if other colleges have done these types of studies so we can know what is happening statewide?

Ms. Thompson stated that the researchers outlined how they ran all the data for us, so any other districts could do comparable research. She will be going to Los Rios to give this presentation and to the College of the Redwoods. Our student senate has asked for a presentation. FACCC is going to make a recording of this presentation to make it more easily accessed.

Trustee Granger stated that right now we are out front trying to help our colleagues around the state. Have we looked at what it would cost statewide? Chancellor Gerhard stated that the next presentation is only focused on the supplemental. Ms. Thompson stated that there are a couple of things that will have to happen. Inflation of K-14 is going to have to be reevaluated and possibly even separated.

Trustee Heredia appreciated the explanation of the data and using resources for student success.

Presentation: SCFF Coalition Advocacy Update

Chancellor Gerhard presented the SCFF Coalition Advocacy Update. He stated that this advocacy goes back to the beginning of SCFF in 2017-18, with going to Sacramento and attending hearings. The college presidents joined in as well. The partnership with FACCC leadership is appreciated. This advocacy created the SCFF Equity Coalition, which is not just in the Bay Area. Since the time it started, it has really expanded. There are meetings with the coalition members, which center on the supplemental issue. Ms. Thompson presented to the coalition on February 28 and the presentation resonated with all the CEOs there.



SCFF Coalition Membership

- Cabrillo College
- Chabot-Las Positas CCD
- College of the Canyons
- Contra Costa CCD
- Glendale Community College
- College of Marin
- Monterey Peninsula College
- North Orange County CCD
- Ohlone College
- Palomar College Peralta CCD
- Rancho Santiago CCD
- City College of San Francisco
- San Jose Evergreen CCD
- San Mateo CCD
- Santa Rosa Junior College
- West Valley-Mission CCD



Our coalition is centered on reforming and supporting the asks that was just heard in the first presentation.



SCFF Coalition Founding and Purpose

- Coalition officially established in October 2019
 - Then, exclusively Bay Area districts
- Purpose:
 - Adjust the Supplemental Allocation with a cost-of-living index to better reflect low-income students in regions with high cost of living, and
 - Increase community college system revenues to provide greater stability
- CLPCCD has taken lead role
- Coalition has hired California Strategies as advisor and advocate



The equity coalition founding purpose was exclusively for Bay Area community college districts, but it quickly expanded to other district that serve students in high cost of living areas. Students who live

in those areas are not receiving financial aid. On top of that, those districts are also hit with budgetary reductions. Our district took a lead in this role and the coalition hired California Strategies as an advisor and advocate.



SCFF Coalition Update

- Due to pandemic, Coalition focus since 2020 is on awareness and advocacy to extend the hold harmless provision – Success!
- Sought to find alternative ways to reform the Supplemental Allocation and to model this out to ensure alternatives are sustainable and achieve reform goals.
 - No state support in this effort.



The last few years, despite the pandemic, we have been successful. The hold-harmless provision was set to expire last fiscal year, but in part because of our advocacy, it has been extended three times.



SCFF Coalition: Research Paper

- Purpose:
 - Provide 2nd research based data supported study that shows clear correlation between high cost-of-living areas and fewer students eligible for financial aid
- Finding Summary:
 - Districts in high-cost areas are disadvantaged!
 - While incomes are lower in low-cost areas, so are housing costs
 - Data shows that the percent of student income spent on housing is similar in both low-cost and high-cost areas
 - Students in high-cost areas pay a large fraction of their incomes for housing

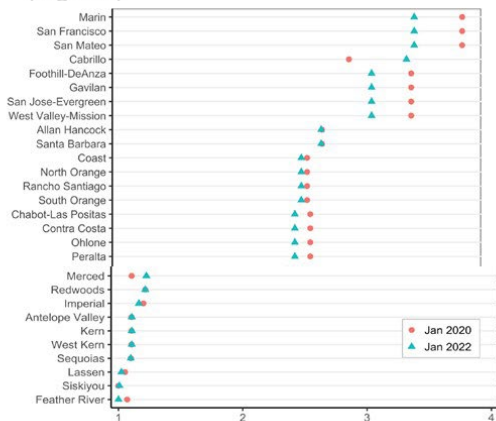


A solution included two alternatives, one to use Perkins in place of Pell, and the second to use the Cost-of-Living index or factor. Because of the lack of state effort and support, the coalition partnered with Blue Sky, a research firm, to validate our own institutional research data.



SCFF: Research Paper

- Using HUD Fair Market Rents, determined relative cost of living (figure 5, page 19)



Blue Sky put together a research paper and the final version was completed today. The findings are not a surprise to us. Districts in high-cost areas are disadvantaged. Students are paying the same percentage of their disposable income for housing and living. The basis of award is not indexed based on the cost of living.



SCFF Coalition: Alternatives Modeled

Option 1: Instead of using Pell Grants, use of Perkins Economically Disadvantaged Students

- Although this alternative is likely the best indicator to measure low-income students throughout California, the significant fiscal shifting of resources makes this recommendation likely unattainable.

Option 1 is to use Perkins instead of Pell Grants. This is by far the best indicator to measure low-income students throughout California, but the significant fiscal shifting of resources makes this recommendation unattainable.



SCFF Coalition: Alternatives Modeled

Option 2: Cost-of-Living Adjustment

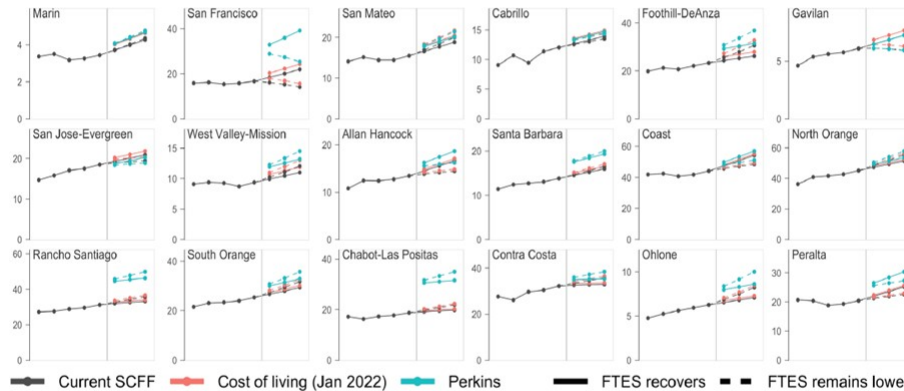
- Modifying the supplemental allocation to reflect the cost-of-living adjustment is a modest reform to the SCFF that takes the high cost of housing and increased student wages into account when allocating resources.
- As demonstrated by Blue Sky’s analysis, the cost-of-living adjustment is a stable reform that will adjust to the region’s housing costs over time.
- In this modeled scenario, 90% of Supplemental Allocation funds are distributed in the same way as the current SCFF. The remaining 10% of funds are distributed based on the relative cost of housing in each district



Option 2 would keep the supplemental allocation but modifying it so that 10% of that measure is based upon the cost of living in that district.



SCFF Coalition: Alternatives Modeled



The blue Perkins projections indicate why that option is likely fiscally unattainable. The orange COLA projections show how the SCFF can yield a more equitable allocation.



The coalition and California Strategies have gone to every state committee to talk about this funding model to highlight and present data. Going to the State Chancellor’s Office has proven there is not any

interest. We had to contract with Blue Sky to do this. Based upon this research paper, the coalition unanimously endorsed the recommendation to move forward with recommending the cost-of-living adjustment alternative.



SCFF Coalition: Moving Forward

- Informed by this research paper, Coalition members met and unanimously supported the recommendation to move forward with recommending the cost-of-living adjustment alternative.
- With support from California Strategies, Coalition members will be meeting with all locally elected state leaders, Department of Finance, Legislative Analyst Office, State Chancellor's Office, and other advocacy groups in April.

Steps forward include talking points which are being developed and included in a binder. Meetings with the Governor's Office, Secretary of Higher Ed, the Legal Analyst Office, Department of Finance, and our local elects will take place in April. Many of our trustees have joined in the past as well.

Questions/Comments:

Trustee Maduli mentioned that for option 1, we are shifting resources for the loss of revenue. With option 2, you are only looking at COLA 10%. What shifting of resources does that 10% do and how much more would our district get with this change?

Chancellor Gerhard stated that based on the P1, there are 28 districts in hold-harmless. The value is a little less than \$200 million dollars, when this went into place. The core of the question, based upon calculations, is if we were successful in getting option 2, we would advocate at a system level for use of new money to come in so that it does not redirect money from other districts. It will probably be \$105 to \$120 million.

President Sbranti understands, from a political standpoint, that Perkins is a heavy ask. Option 1 is the moral high ground and I do not want to lost sight of that. Everyone talks about equity and justice, so if you can make a case that it helps those that are economically disadvantaged. It is understood that the second option is more tenable. We know that Perkins is the better indicator. Costing it out is important. Maybe it is an unreasonable ask, but maybe it is not. What is the argument against option 1 or option 2? We do not want to take from one district to give to another. I think the idea is to advocate for new money. When you make the case about the high cost of living, what is the argument against that?

Chancellor Gerhard mentioned that he presented this at the Statewide CEO Symposium, and the answer to option 1 or option 2 is the same. There are districts that serve students in low cost of living

areas that feel that they have been promised additional money in the SCFF, there is a fear that any movement from that will take away money they receive. When the core of this technical document was presented, no one spoke out against it, but people asked for more time.

President Sbranti stated that it does not behoove us to take from other districts.

Ms. Thompson stated that the lobbying organizations are doing the real messaging. They have a narrative of poverty in California, and it is not matching the data. They call us the wealthier areas and we need to give more to the poorer.

President Sbranti added that part of the solution is building a coalition with more districts. There is a lot of work ahead.

2.0 REPORTS – FACULTY, CLASSIFIED AND STUDENT SENATES

2.1 Presidents of Faculty Senates – Chabot College and Las Positas College

Ms. Sarah Thompson, Las Positas College Academic Senate President, provided the following report:

Ms. Thompson read one resolution from the Las Positas College Academic Senate.

AS 5 Resolution in Support of Changing Student Forms and Procedures to Eliminate Inequities

WHEREAS, Las Positas College has a diverse student body and seeks to provide more equitable and inclusive practices to the forms and procedures utilized for college access; and

WHEREAS, our diverse student population is composed of students from marginalized and disproportionately-impacted groups, often impacted by language, laborious processes and forms, and requiring extraneous documentation; and

WHEREAS, many of the students and faculty identified areas in the current college and district processes including registration, CLASS-Web, Counseling access, admissions and records processes, and financial aid processes that inhibit many students' abilities to enter and participate successfully in the college system; and

WHEREAS, Las Positas College seeks to make changes to these systemic processes that impact student access, success, equity, and achievement by providing processes that consider all students; now therefore be it

RESOLVED, that the Las Positas College Academic Senate supports the engagement of the Chabot-Las Positas Community College District and the hired consulting firm to analyze and provide recommendations and/or actions to simplify or eliminate forms and processes that inhibit equitable student access and college success; let it be further

RESOLVED, that the Chabot-Las Positas Community College District will provide the Las Positas College Academic Senate's areas of concern, as identified by faculty and students, to the hired consulting firm to investigate and review.

A student survey was conducted to show the biggest impediments to access, and the resolution includes the sludgy results of that survey. This resolution has also been passed along to the Chancellor's Council.

Mr. Miguel Colon, Chabot College Faculty Senate President, provided the following report:

Mr. Colon told a story of a faculty member whose partner is Ukrainian, and they have been sending home money to their family. A GoFundMe account was created on their behalf and the goal was to raise \$5,000. It ended up raising over \$7,000, with not only Chabot contributing, but Las Positas College and the District as well. People shared it on Facebook. He was never prouder to be a part of this amazing community. We cannot save everyone, but when there is an opportunity to save a few, our community is generous.

Mr. Colon also discussed information regarding the entrepreneurship program which has had a significant impact. The assumption is that you need a lot of money to be an entrepreneur. Because of the relationships we have in the community, we were approached by a venture firm in Oakland called ESO Ventures. They have proposed to create a regional venture with six community colleges, including Chabot, Merritt, DVC, Canada, Contra Costa, and West Valley. The colleges will share curriculum. It is going to allow us to collaborate and get us equity. Each of our students will have access to a very low-cost loan of \$35,000. This is exciting because it allows us to hit our target. Where do we want to see entrepreneurship flourish? This will focus on single parent family households with a 2030 target.

Mr. Colon also discussed inflation. Grocery prices increased 3.5% in 2020 and 2021. Prices are also expected to increase by 2.5-3.5% in 2022. For a single person spending \$196-\$390 on food monthly, the increase would be \$7-\$14. With food, cheaper items can be chosen, but gas prices have gone up and there is no substitute for gas. Students are asking if they must drive to class because it is so expensive. An idea is to give every student who registered for a parking permit a \$50 gift card for gas. If each of the gas companies are called, maybe we can negotiate with them. These conversations could start the dialogue and stories of our students.

2.2 Presidents of Classified Senates – Chabot College, Las Positas College, and District

Ms. Jean O'Neil-Opipari, Las Positas College Classified Senate President, gave the following report:

The LPC Classified Senate was pleased to nominate Carolyn Scott for the Classified Employee of the Year awarded by the Board of Governors. Carolyn is the Executive Assistant to the VP of Academics, Kristina Whalen. Dr. Whalen noted in her nomination:

“Carolyn Scott has been one of the most visible and impactful equity leaders on the Las Positas College campus. She has, for over a decade, been a courageous voice for equitable outcomes for

minoritized students--especially Black students of the Chabot-Las Positas Community College District. To that end, she has served on the District EEO Advisory group tasked with creating equity practices, statements for job descriptions, and questions used in hiring, all with the goal of diversifying our employee groups. Ms. Scott is a contributing member of the Black Education Association. This group sponsors events for Black History Month as well as Black graduation, a jubilant event for which Ms. Scott plays a large organizational role. Over the course of the last year, Las Positas College has garnered resources to create a Black Cultural Resource Center. Carolyn worked alongside others to ideate and create a rich, welcoming space for students. She volunteers hours each week to staff the center and serves as a mentor in our Connect UP program. Moreover, she serves laudably on the college's President's Advisory Council on Race and Equity. Beyond the boundaries of our District, Carolyn has been a contributing member of The Village Demands Statewide Coalition on Black American Affairs, sharing events and recommendations from the group. In our local Tri-Valley community, Carolyn and her husband Rob serve the community through Quench Life Ministries.”

Caring Campus Update:

The initial kick off was completed in March. In April, we begin coaching sessions with our Caring Campus coach, Ken Sherwood. The coaching sessions will be attended by at least one classified professional from each student facing department, including M & O and security.

Aubrie Ross was thanked for coordinating an amazing in-person FLEX Day for classified professionals. David Rodriguez was also thanked for coordinating a session on Building Strategies for Positive Communication with Dr. Ozzy DeLuna.

Many classified professionals just completed the 21 Day Challenge: Self-Care for Educators. This coupled with FLEX Day activities were a perfect segue to the work that we are preparing to do with Caring Campus.

The Classified Senate is currently forming a nominating committee for next year’s board. The classified scholarship committee will start reviewing student scholarship applications this week. Three \$250 scholarships will be awarded.

Ms. Heather Hernandez, Chabot Classified Senate President, gave the following report:

Ms. Hernandez congratulated Carolyn Scott for her nomination as the CLPCCD’s California Community Colleges 2022 Classified Employee of the Year. We would love for Carolyn to be selected for this award by the CA Community Colleges Chancellor’s Office. This is a good opportunity for the district to recognize the outstanding work of our classified professionals at all three sites and potentially develop our own yearly award to honor one classified from the three sites for their outstanding service to students and district operations – as done with the Reed L. Buffington Award for Excellence in Teaching – for faculty.

March 31, 2022 will be a FLEX Day at Chabot. Classified professionals will host sessions on Caring Campus, Equity Scorecard, Learning Connection/Peer Tutoring, Supporting Constructive Diversity, Equity, and Inclusion Conversations in the Workplace, Using 25Live and the new print request system. Other sessions being promoted for classified professional attendance will focus on Gender

Spectrum and Safe Zone Training – many outstanding sessions in support of our LGBTQ+ colleagues and students.

Under the leadership of the Classified Senate and Dean Abby Patton, a timeline has been developed to begin work on the Caring Campus initiative. We will kick-off this work with a FLEX Day session on March 31 for all classified. An administrators meeting is being scheduled later this month so leadership can better understand the process and their role in supporting the initiative, what is expected of classified who participate in this work, and how they can provide the support needed for successful implementation and institutionalization. Coaching sessions begin April 14 and conclude May 25.

The Classified Prioritization Committee has drafted a recommendation on the most critical positions needed for the upcoming fiscal year should funding be identified for hiring through the integrated planning and budget process. The recommendation took into consideration feedback from classified professionals from across the campus, feedback and rankings from administrators who submitted positions for their area, and college resource allocation priorities as identified in strategic planning documents. The college identified specific areas of focus for the upcoming year that helped to guide our recommendation which include: a focus on marketing to students to increase enrollment and ways to improve our student interfaces in order to onboard those students, continue to address the equity gaps for Black students and other students impacted by racism, socio-economic inequality, and disability, refine and implement our Learning & Career Pathways and develop new pathways that respond to workforce changes, evaluate what funding, resources, or structural changes would be needed to ensure that Admissions & Records, Financial Aid, Counseling, and Tutoring are able to provide their services efficiently and effectively to campus, and research how to expand learning communities and learning-community type supports to wider groups of students. If approved by the Classified Senate on March 18, the recommendation goes forward to President Sperling for consideration.

Ms. Joanne Bishop, Chabot-Las Positas CCD Classified Senate President, was absent from the meeting.

No report was given.

2.3 Presidents of Student Senate of Chabot College and Las Positas College Student Government

Mr. Kyle Johnson, Las Positas College Student Government President, gave the following report:

The Las Positas College Student Government would like to thank you for your incredible and unwavering dedication to your positions and for supporting students across this district. For the report tonight, I have a few important points.

LPCSG, in conjunction with Chabot's Student Senate, is holding elections for our executive board positions for the 2022-2023 academic year. Pending the approval of the Las Positas College Student Government Constitutional Amendments by the Board tonight (consent item 4.1), LPCSG will move forward with our second reading of amending our bylaws. The goal of

this amendment is to allow for students to elect two additional executive board positions every year, removing our existing advanced senate positions. We would be adding the Director of Finances and the Director of Programs and Services to the executive team.

LPCSG is holding a blood drive on campus next month. We are aiming to get 50 volunteers, and those who donate receive a half-dozen box of donuts. The event is called “Donuts for Donation” and is held on Thursday, April 14th from 10 a.m. to 4 p.m.

LPCSG just returned from a retreat in Monterey two weekends ago. The group engaged in team bonding and developing leadership skills, but most importantly, were able to have serious and long conversations about the future of LPCSG, goals for the remainder of the year, and discussions on how to budget in student government for events and expenditures.

Lastly, LPCSG will be taking six students to Washington, D.C. this week. We will be attending a conference put on by the American Student Association of Community Colleges. This conference is centered around advocating for the needs of community college students across this nation. Topics include the cost of tuition compared to the cost of textbooks, the PELL grant, DREAM/DACA, and resources for underrepresented students. We also have a scheduled meeting with Congressman Swalwell’s Legislative Director to explain the needs of students to the people who write the legislation we need. We are also trying to meet with Senator Feinstein and Senator Padilla. We are awaiting responses from their offices.

Before this meeting, I was at the LPC Market, distributing free food to our community. We served so many and look forward to next month!

Ms. Theresa Pedrosa, Chabot College Student Senate President, gave the following report:

Ms. Pedrosa stated that Student Senate election packets have been extended to March 18, 2022 and voting starts on March 25, 2022.

Chabot College is accepting applications for scholarships due March 20, 2022.

March is Stop the Violence Month. This is our 11th annual year of putting on workshops and advocating against abuse of all kinds.

On Earth Day, I will be presenting on making this a smoke free campus. There is an ambassador program led by students to help students quit smoking.

On March 30th, AC Transit will hold a public hearing seeking comments to support the continuation of the service pilot that extends line 60 service between the Hayward South BART station and Chabot College. The pilot was launched in December 2021.

On March 11th, the AC Transit committee had a meeting and on the agenda was Chabot College and Easy Pass Update. They want to bring back the Easy Pass to Chabot students and want to charge the students from \$80 to \$200. There is no way that students can afford this, especially during the pandemic.

2.4 Constituency Reports: SEIU, Faculty Association

Ms. Rachel Ugale, SEIU President, gave the following report:

Ms. Ugale mentioned that she didn't get a chance to really process at the last Board meeting that Trustee Emeritus Carlo Vecchiarelli had passed away. She was not able to get thoughts together to say a few words about the impact he has had on her and will continue to have. She started her report for this month with a brief tribute to the person who's been part of her career at this District literally from day one. He read her the Oath of Allegiance shortly after signing off on her student assistant hiring paperwork at Chabot. And as she chatted with folks who attended the memorial service, there was a recurring theme that he was there for so many. He was also her dean when she was adjunct faculty. When she became Classified Senate President, he checked in regularly. As her career advanced, he would give guidance. In her union role, he was a great ally. The words his daughter, Rocky, shared will stick with her for the rest of her life, that if Chabot and Las Positas were a blood type, which would be what coursed through her dad's veins. There is not a truer statement.

SEIU met with management last week to discuss the new COVID sick leave coming from the State and reviewed the guidelines for using this leave to get a better understanding of it while working with our unit members who may have recovered from COVID recently or who are needing to quarantine due to an exposure. There is, unfortunately, a gap in what this leave from the State covers for our unit members and many other employees in California who have been subject to a vaccine mandate and who are not able to use this leave retroactively, but it is still a needed benefit for our workers.

Regarding ongoing COVID meetings with district management, there are a few items that will be covered, but masking is top of mind as it is the one topic that has come up regularly most recently with the unit members. The communication sent out to the district about masking by Chancellor Gerhard was acknowledged and the messaging that continuing to wear a mask on our worksites protects the most vulnerable among us. So many people who have health issues or who care for children and elderly family members have spoken up and continuing to mask has been one safeguard that people have been able to rely on.

There is a bargaining survey that is going out any moment from the Local to our dues-paying members, the feedback from which will guide how bargaining is approached for the next contract. The members participating in our bargaining team have been finalized and are preparing for an upcoming training put on by the Local for teams that are newly coming together. Membership is being reached out to in hopes of finding volunteers to serve on the Contract Action Team (CAT) and these individuals will be part of our communication network and mechanism for gathering feedback throughout the bargaining process.

Mr. Dave Fouquet, Faculty Association President, gave the following report:

Mr. Fouquet has also been thinking about Trustee Carlo Vecchiarelli these last few days. He attended Carlo's memorial service last Friday, and it was good to see several of you there, as well as former (and long-time) FA President Charlotte Lofft, who attended with her husband Patrick. Carlo was a wonderful human being. He got to know him when he served as Dean of

Science-Math at Chabot College from 1999-2003. Such was the appreciation for him as dean, that over the years, as deans come and go (some good, some bad), when the division gets a good dean, you might hear chitchat like this: This dean we have right now seems to be good. Yes, but how does she compare to Carlo?

One thing worth mentioning about Carlo was his role as director of the International Students program. Back in the '90's, he had been directed by then-chancellor Terry Dicianna to increase the number of international students to 300. As it turns out, Carlo was particularly well suited to such a task; he was like a "mother hen" to these kids, in the way he helped them get situated, get housing, and so on. Not everyone can do that. He had such a warm and caring demeanor that most of us can only aspire to.

Mr. Fouquet also appreciated the work on the SCFF advocacy. The supplemental allocation does have an impact since it doles out allocation per financial aid utilization that it does have a stronger impact on districts with a higher proportion of part-time students because if they have more students for the same FTES count, they have a larger pool of students, meaning more potential financial aid utilization. Trustee Sbranti's comment is appreciated, "If Perkins is a better model, we should use it." One way to get around that would be to have a dual calculation approach.

Nine years ago, today, on the Ides of March in this very room, the current Budget Allocation Model (BAM) was formally approved, and not without some drama. The model, for all its flaws, was an improvement over the previous model, which was essentially a dark and mysterious black box. Some of our colleagues are working on a new BAM, with the idea of creating a further improvement over the current one.

FA Executive Board elections are underway this week. This will set the slate of FA officers for the next two years. In the coming month, the lengthy process of negotiating the Successor CBA will start.

1.8 APPROVE CONSENT ITEMS

- (cc) 4.7 Approval of Colleges Futures Foundation Sub-Award Agreement for Program Pathways Mapper between Trustees of the California State University, Sponsored Programs administration, and Chabot-Las Positas Community College District

Board President Sbranti stated that he loves this, and the only suggestion is that as the mapping is done, counselors need to be included. It really needs to be promoted at the high school level, so the pathway is clear to a degree. So, any college a student plans to move on to, to attain a BA or BS, they can see what that pathway looks like. It is important for the existing students and high school students. For our marketing and outreach, it is important that it gets to the high school counselors. What is the timeline for this process? Chancellor Gerhard stated that we are looking at doing it by September.

Motion No. 3

Trustee Sbranti made a motion, seconded by Trustee Maduli, to approve item 4.7 Colleges Futures Foundation Sub-Award Agreement for Program Pathways Mapper between Trustees of the California

State University, Sponsored Programs administration, and Chabot-Las Positas Community College District.

Motion carried, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
NOES: None
ABSENT: None
ABSTENTIONS: None

(cc) 5.4 Approval of Award of Contract with WTC Consulting, Inc. for Districtwide Technology Strategic Planning Services

President Sbranti asked for the timeline on this contract. CTO Bruce Griffin mentioned that the timeline is starting tomorrow at noon, with the first of a few kickoff calls. The timeline to finish is June 30th. We want to be done by the end of this fiscal year. While folks are here, we will be working with them to get that data. The real writing will start. President Sbranti asked to have a chance to weigh in as a board when it is still in draft form. Two areas of particular interest include Cybersecurity and hi-flex technology teaching.

Motion No. 4

Trustee Sbranti made a motion, seconded by Trustee Gin, to approve item 5.4 Award of Contract with WTC Consulting, Inc. for Districtwide Technology Strategic Planning Services.

Motion carried, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
NOES: None
ABSENT: None
ABSTENTIONS: None

8.0 INFORMATION AND DISCUSSION ITEMS (No Action)

8.1 Information Personnel Reports

8.2 Review of the 2021-22 Second Quarter CCFS 311 Report (311Q)

8.3 Shortlist of Firms to Provide Architectural and Engineering Services for Various Measure A Projects for a Period of Five Years

- 8.4 Shortlist of Firms to Provide Project Management and Construction Management Services for Various Measure A Projects for a period of Five Years
- 8.5 First Reading of New, Reviewed, or Revised Board Policies
- BP 5040 Student Records, Directory Info, Privacy
- 8.6 First Reading of New, Reviewed, or Revised Administrative Procedures
- AP 5015 Residence Determination
 - AP 5020 Nonresident Tuition
 - AP 5040 Student Records, Directory Info, Privacy
 - AP 5041 Student Records – Preferred Name and Gender

9.0 OTHER ACTION ITEMS

- 9.1 Chabot-Las Positas Community College District Nomination for 2022 Classified Employee of the Year Award

Motion No. 5

Trustee Gin made a motion, seconded by Trustee Mojadedi, to endorse Ms. Carolyn Scott as the Chabot-Las Positas CCD 2022 Classified Employee of the Year Award Nominee.

Motion carried unanimously, 7-0

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
 NOES: None
 ABSENT: None
 ABSTENTIONS: None

- 9.2 Second Reading of New, Reviewed, or Revised Board Policies
- BP 5035 Withholding of Student Records
 - BP 5700 Athletics

Motion No. 6

Trustee Maduli made a motion, seconded by Trustee Granger, to approved Item 9.2 Second Reading of New, Reviewed, or Revised Board Policies.

Motion carried unanimously, 7-0

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
 NOES: None

ABSENT: None
ABSTENTIONS: None

9.3 Approval of Revised 2022 Schedule of Board of Trustees Meetings

Motion No. 7

Trustee Gin made a motion, seconded by Trustee Maduli, to approved Item 9.3 revised 2022 schedule of Board or Trustee meetings.

Motion carried, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
NOES: None
ABSENT: None
ABSTENTIONS: None

10.0 REPORTS – SENIOR LEADERSHIP AND TRUSTEES

10.1 President of Chabot College and Las Positas

Dr. Susan Sperling, President of Chabot College, gave the following report:

Dr. Sperling gave appreciation for an administrative meeting that took place this last Friday. There is not anyone in the room that has worked with every chancellor this district has had, since we have had chancellors. In that time, there has never been a district administrator meeting with such sincerity of an invitation to reflect on the future in an open and thoughtful way was extended. It was most unusual because administrators are not always feeling entirely welcome and even new administrators felt comfortable.

Our amazing professor Scott Hildreth told some amazing stories as our keynote speaker for our STEM building ribbon cutting.

Chabot continues to provide COVID-19 daily testing to students and families. Vaccinations are also available in the student health center.

There was a special note of congratulations on the AANAPISI professional development committee. They are really taking hold of this model of our cohorts like Puente and Umoja and are really expanding.

Interim Vice President Jamal Cooks, our accreditation liaison officer, and President Sperling met with our peer review team and had a good meeting. The questions will be answered and clarified before the end of the semester.

Student Services, under VP Matt Kritscher's leadership, was noted due to providing innovative ways to meet the basic needs of our students, including food distribution, housing and support services, as well as cards that defray student expenses.

Dr. Kristina Whalen, Vice President of Academic Affairs, Las Positas College, gave the following report:

Dr. Whalen gave an update on the 10th annual Honoring Women Veterans' Event on campus. Ms. Virginia Wimmer, Deputy Secretary of Women Veteran Affairs, California Department of Veterans Affairs was the keynote speaker. The event included a student women veterans panel titled, "HERStory." There was also a Quilts of Valor presentation, and one quilt was wrapped around the very deserving Ms. Evelyn Andrews, Las Positas College's Veteran's Specialist.

The Safeway Foundation awarded a \$40,000 grant to the LPC Veterans First Program.

Last week, Las Positas College was informed that Elham Mausumi has been named as a 2022 Phi Theta Kappa All-California Award Recipient and a 2022 Coca-Cola Academic Team Gold Scholar. He will receive a \$1,500 scholarship.

Lastly, the LPC basketball team was acknowledged. Coach James Giacomazzi's Hawks took their school-best 27-3 record into the first state tournament appearance since the program began in 2006.

10.2 Chancellor

Chancellor Gerhard gave the following report:

Chancellor Gerhard mentioned he attended the Statewide CEO Symposium. As it has been done virtually for the last few years, there was a lot of discussion on COVID planning and course offerings for 2022-23. There was discussion on affordable housing. The liveliest discussion was centered around SCFF advocacy. The League represents all 72 districts, and their advocacy efforts are in line with funding COLA, IT security enhancements, and continued relief for PERS and STRS.

Chancellor Gerhard also mentioned he chaired an accreditation team. It was a virtual site visit. The commission has moved to a formative model. We have received areas of inquiry. Both colleges have done extremely well. The team is looking for a little bit more conversation and they will send a smaller visiting team.

10.3 Recognitions

Chancellor Gerhard gave the following two recognitions:

Chancellor Gerhard recognized Carolyn Scott. The California Community Colleges Chancellor's Office created the classified award in 2008 with the Board of Governors. The criteria include honoring those classified professionals that have demonstrated "the highest level of commitment to the Vision for Success and equitable student outcomes." We have heard many accolades tonight and

she is very deserving. Each recipient of the award will receive a \$750 award and a plaque. We are optimistic those in Sacramento will see Ms. Scott the same as we see her.

The Classified Senate leadership, Ms. Heather Hernandez, Ms. Jean O'Neil-Opipari, and Ms. Joanne Bishop, were also acknowledged for working together on bringing a name forward for this outstanding award.

10.4 Trustee Reports and/or Official Communications

Ms. Vivianna Patino, Chabot College Student Trustee, stated the importance of needing prayer space on campus and now it is available.

It was also stated that she ran leadership teams in high school, and even spoke to Chevron. It is important to get students to collaborate with staff to go to these companies and tell their stories as young adults because it creates a bigger impact.

The presentations on SCFF were great and it is real that not every single student is accounted for. It is very hard to reach, if you get those students the funding they might need, you will have to increase your student success rate, whether through more funding or resources.

Trustee Gin thanked Ms. Thompson and Chancellor Gerhard for the advocacy presentations. In Chinese culture, it is better to be the head of the dragon than the tail of the dragon.

Mr. Colon was also thanked for his stories. Each of us in this room wish we could do more. It is important how we collectively come together and make an impact; not about how much we individually donate.

Mr. Ugale and Mr. Fouquet were also thanked for their words on Trustee Carlo Vecchiarelli. Carlo was a kind and gentle person. He always wanted to help people. He had a big heart.

Trustee Granger gave her congratulations to Ms. Carolyn Scott.

Trustee Heredia thanked everyone for all the reports.

Trustee Reynoso is hopeful and encouraged by Governor Newsom and looking forward to common sense coming back. Maybe we can look forward to a meeting without masks.

Trustee Mojadedi was thankful for the presentations. He thanked Chancellor Gerhard and Ms. Kelly Costello for their support in onboarding.

It was also mentioned that our global world has a lot going on. On the topic of Afghan refugees, how can we support? Community Colleges can be the difference makers for this group of arrivals.

Trustee Maduli is happy to be here meeting in person.

Board President Sbranti thanked the staff and students for a great meeting.

11.0 ADJOURNMENT

Motion No. 8

Trustee Maduli made a motion, seconded by Trustee Gin, to adjourn the meeting at 8:05 p.m.

Motion carried unanimously, 7-0.

Motion carried by the following roll call vote:

AYES: Gin, Granger, Heredia, Maduli, Mojadedi, Reynoso, Sbranti
NOES: None
ABSENT: None
ABSTENTIONS: None

12.0 CLOSED SESSION

Trustee Sbranti stated there is no need for Closed Session and no reportable action.

13.0 NEXT MEETING OF THE BOARD OF TRUSTEES

The next meeting of the Board is a Regular Meeting, scheduled for April 19, 2022 at the Las Positas College, Livermore, CA.

Minutes prepared by:

Kelly Costello
Recording Secretary

Linda Granger
Secretary, Board of Trustees
Chabot-Las Positas Community College District